

REPORT

ON

THE INSPECTION OF CHIEFS' COLLEGES

1932-33



CALCUTTA
GOVERNMENT OF INDIA PRESS
1933

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in March 1933. The Managing Committee have also decided that Rs. 50,000 should be invested as a first charge on income in the next five years to build up a reserve fund. The Lord Irwin Fund, referred to in last year's inspection report, has made an addition of Rs. 1,60,250 to the investments of the college.

The accounts of the College have been audited by the Accountant General, Central Provinces, who has agreed to conduct an annual audit. This is the first time in College history that there has been a proper audit.

Cost of Education.—The system of levying fees has been changed. Instead of each kumar paying Rs. 60 a month as school fees, future entrants from Bihar and Orissa and the Central Provinces will pay any sum between Rs. 75 and Rs. 30 per mensem according to their income and status. At present a kumar in a large mess can manage with care on Rs. 1,500 a year and a kumar with his own servants, also with care, on Rs. 2,000 a year.

Staff.—Mr. W. A. Perkins, M.A., Dip.Ed., F.R.G.S., joined the staff as Vice-Principal, on the 28th February 1932. The Indian staff has been strengthened by the addition of two house masters; the total staff now being :—

- 1 Principal.
1 Vice-Principal.
7 Indian Masters.
4 House Masters (two of these do no teaching).
1 Drawing Master.
1 Shastri for religious instruction who also does some Hindi teaching.

Contracts have been signed by the whole staff; recruitment and contracts have been so arranged as to allow for security of tenure as well as the regular addition of young men to the staff. Pay, promotion, leave-allowances, medical attendance and provident fund are now governed by rules defined in the contract.

The pay and prospects of the Indian staff have been considerably improved by bringing them all on to a time-scale.

As suggested in last year's inspection report a teacher has been sent to the Spence Training College, Jubbulpore, for a nine months' B. T. course in English and History. The Drawing Master was also sent to the same college for a two months' refresher course while one of the teachers was sent to the Daly College, Indore, in connexion with the nature study syllabus. This attempt to provide a course of training for members of the staff is decidedly a move in the right direction and should be persevered with. It is, as a rule, desirable to send men before they reach the age of thirty.

Buildings and Furniture.—The buildings are in excellent order and accommodation is more than sufficient for the present needs of the college. Two new pattern Aqua latrines, which were much needed for the boarding houses, have been constructed during the year at a cost of Rs. 3,600.

The Managing Committee have decided to make improvements in the electric supply of the college by changing it from D. C. to A. C. at a cost of about Rs. 24,000. It is anticipated that the improvements, when effected, will result in a saving of about Rs. 2,500 a year on the electric light bill, which now comes to Rs. 9,000 a year.

A reference was made in the last year's inspection report to a scheme for improving the water supply. The Managing Committee have decided to dig a 20 feet diameter well at once as an experimental measure.

The supply of furniture and apparatus is quite adequate. It is hoped that in the near future it will be possible to provide a gas plant for the laboratory.

Examinations.—Three candidates appeared for the Diploma Examination and all passed. The results of the college have been consistently good as only two have failed in the last twelve years.

Certain boys in class II are now appearing for the Patna University Matriculation examination.

Time-table.—Time-tables were satisfactory. The daily routine of the kumars is as follows:—

6-25 A.M.	Roll-call.
6-30 to 7-15 A.M.	Riding, P. T. and drill. (Boxing or wrestling on Mondays, Wednesdays and Thursdays for certain kumars.)
7-15 to 8 A.M.	Bath and change.
8 to 8-45 A.M.	Preparation for senior kumars. Classes for junior kumars.
8-45 to 9 A.M.	Temple.
9 to 9-45 A.M.	Breakfast.
9-50 to 10-5 A.M.	Mental Arithmetic (three days a week).
9-55 A.M.	Roll-call and inspection (three days a week).
10 to 11-25 A.M.	Classes.
11-40 to 1 P.M.	Classes.
1 to 2 P.M.	Lunch.
2 to 4 P.M.	Classes.
4-30 to 5-30 P.M.	Games (Saturdays 2-30 to 5-30 P.M.).
6 P.M.	Sandhyas for seniors.
6 to 7 P.M.	Dinner.
7 P.M.	Class VIII to bed.
7 to 8-30 P.M.	Evening preparation.
7-30 P.M.	Class VII to bed.
8 P.M.	Class VI to bed.
8-20 P.M.	Lock up.
9 P.M.	Class V to bed.
10 P.M.	All other kumars must be in bed.

Pupils.—The number of the kumars reading in the college is the same as last year, *i.e.*, 43. The Principal has been doing much by touring in the States and by personal investigation to stimulate interest in the college and is hopeful that in the near future, more especially if economic conditions improve, he will be able to report a substantial increase in numbers.

The ages of the kumars are tabulated in the following statement:—

Class.	No. of kumars.	Ages.	Extremo ages.	Average age.
Army . . .	1	18	18	18
Diploma . .	5	17, 18, 19, 19, 19	17—19	18.4
II . . .	4	16, 17, 18, 19	16—19	17.5
III . . .	3	15, 15, 18	15—18	16
IV . . .	6	14, 15, 16, 16, 18, 18	14—18	16.16
V . . .	5	10, 13, 13, 13, 13	10—13	12.1
VI . . .	4	9, 10, 10, 14	9—14	10.75
VII . . .	7	10, 10, 10, 11, 11, 12, 13	10—13	11
VIII . . .	8	7, 7, 10, 10, 11, 11, 12, 12	7—12	10

Messes.—It is good to learn that there is now one mess of thirteen boys with one cook and another of four boys and another again of five. These five boys eat at the same table but four of them have their own cooks.

Library.—Money has been spent on the formation of a staff library by purchasing several books on modern teaching, educational theory and practice and school management. There is also a good History library. Though there are some kumars who have not yet cultivated the habit of reading for its own sake, good use is made, on the whole, of the books at their disposal. Some attempt, too, is made to find out if the kumars have understood what they have read. I was specially glad to note that quite a number of them seemed to take an intelligent interest in the news of the day.

Instruction.—The standard of instruction throughout the college is quite good, being particularly interesting and efficient in the lower classes. In these classes, however, right from the beginning, boys should be taught to read and work silently. The small numbers in each class enable every boy to have individual attention: but at the same time care should be taken to see that the kumars do as much as possible for themselves. For this reason I would welcome an extension of the Dalton Plan which is already being used to a small extent for the teaching of history. It is true that at present the boys do not like it but if, for certain subjects at any rate, its use is extended I am sure that even the kumars will welcome its introduction. I was glad to learn that the Principal has now abolished the custom of having tutors to help boys in their tuition work.

With regard to the organisation of teaching, it might be possible still further to develop the system of putting one teacher in charge of each subject.

In *English* the general standard was quite fair but the standard of conversational English was far better than that of the written work. Pronunciation was, on the whole, surprisingly good, though the letters “v” and “w”, short vowels and double consonants at the beginning and end of words give some trouble. Much has been done to improve the reading but the common faults of monotony and of wrong emphasis are often apparent. Perhaps it might be possible in the higher classes to give a few lessons on prosody. It should be noticed, too, that in English all transitive verbs, practically always, have an expressed object. In the lower classes, at any rate, masters should insist that boys answer in complete sentences. One of the chief difficulties seems to be that far too many boys fail to think in English. When doing text-books, boys should know the authors of what they are reading and something, at any rate, about them. In composition

boys should be made to do original work as early as possible. The practice of writing in text-books is undesirable; underlining is more useful.

In *Mathematics* the teaching was on the right lines and the work of the kumars quite fair but I am inclined to think that they should be encouraged to do more for themselves. Care should be taken to see that in the higher classes arithmetic is not neglected. I suggest that regular tests, against time, should be given in this branch of the subject. As for mental arithmetic, I am of opinion that all tests should be conducted orally; questions should not be written on the black-board.

Vernaculars.—The teaching of the vernaculars was on the whole quite fair but sometimes lacked life. I think that more written work might be done. In some classes the reading was too monotonous. It is a pity that only three boys in two classes take Sanskrit. They are doing good work. I was glad to hear that regular drill in the language is given.

The following statements show in detail the languages spoken by the kumars in their homes and the languages taken by them in the college:—

Languages spoken by the kumars in their homes.

Class.	Hindi.	Oriya.	Ghhatigarhi.	Telegu.	Maratti.	English.	Total.
Army . . . . .	...	1	...	...	...	...	1
Diploma . . . . .	...	2	2	1	...	...	5
II	3	...	1	...	...	...	4
III	2	...	1	...	...	...	3
IV	2	2	2	...	...	...	6
V	2	2	...	...	1	...	5
VI	2	2	...	...	...	...	4
VII	3	...	4	...	...	...	7
VIII	1	4	1	1	...	1	8
Total .	15	13	11	2	1	1	43

Languages taken by the kumars at the college.

Class.	Oriya.	Hindi.	English.	Total
Army	1	...	...	1
Diploma	2	3	...	5
II . . . . .	...	4	...	4
III . . . . .	...	3	...	3
IV	2	4	...	6
V	2	3	...	5
VI	2	2	...	4
VII . . . . .	...	7	...	7
VIII . . . . .	...	7	1	8
Total .	9	33	1	43

Science.—Science teaching was good. The boys were interested in the subject and understood what they were doing. It is a good thing to have meteorological records kept by the boys and I hope that they will be encouraged to make an intelligent use of them. I have suggested to the Science Master that it might be well to put up a table of constants in the laboratory. It might be well also to sell the apparatus which is never used.

Geography.—I discussed several points with the master in charge of geography. There is much lee-way to be made up throughout the college

and I hope that the recent reorganisation of teaching and equipment will have the desired effect. Special care should be taken to confine the teaching to essentials. In the top classes, at any rate, there should be test papers on the lines which I have suggested.

In *History* also, specially in English History, only what is essential should be dealt with. In the higher classes a knowledge of important dates should be insisted on and the correlation of history and geography should be always borne in mind. There should also be more frequent written tests especially in the higher classes. The teaching in the lower classes struck me as being particularly interesting and was thoroughly enjoyed by the boys.

Drawing.—The boys who were taking drawing seem to enjoy their lessons but the standard of attainment was not high. Even still more might be done, I think, to encourage original work and to avoid endless copying. I saw some excellent water colour sketches done by the master in charge but those of the boys were not very good.

In *Nature Study* practical work should be encouraged as much as possible. Some of the lessons I saw were quite interesting but it is not advisable to go into too much detail with small boys as they are apt to lose interest.

Drill and Games.—Arrangements for physical exercises are very satisfactory. Various options are given to the boys who seem to take a real interest in what they are doing. I was glad to hear that practically all the staff take an active part. Drill is quite fair but mistakes made are not always corrected. Hitherto it has been difficult to fix up "foreign" matches with other schools but a start is being made as a match has been fixed up against the Christ Church School, Jubbulpore.

The *health* of the boys is good when they are at school, but seems to deteriorate while they are at their homes. I do not know whether the eyesight of the boys is periodically tested but it seems to me that quite a number of them were keeping their eyes too close to what they were reading or writing. Posture, too, in some of the lower classes requires attention.

All boys learn to ride; swimming, boxing, wrestling and polo are also taught.

The Principal informs me that he has been considering the desirability of providing instruction in manual training. Possibly when the present drawing master goes this subject may be substituted for drawing.

The set-system seems to work well. Great care has been taken to see that privileges are combined with responsibilities for the set leaders. There is a regular debating society and particular attention is paid to the cultivation of hobbies, among which may be mentioned running repairs of a motor car, gardening, sketching and meccano for the younger boys.

Much punishment is not necessary but when it is given it is sensible and as far as possible is made to fit the crime.

The tone and discipline of the place struck me as being excellent. The boys obviously enjoy being in the college and everything is done by the Principal and the staff to make their stay a happy one. I did notice, however, that the small boys, perhaps not unnaturally, are inclined to be noisy when answering questions.

It is a pity that scouting has been temporarily dropped; the Principal hopes to revive it as soon as he can get a suitable scoutmaster.

I was glad to hear that the Principal has taken up the question of doing away with one-day holidays of which I find there are more than twenty in the year.

I much enjoyed my visit to the College. I was particularly struck with the keenness of the staff and the manners of the kumars. I can only hope that the efforts of the Principal to increase the numbers will be crowned with the success that they deserve.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

During my five years of close association with the Rajkumar College, Raipur, both as a member of the general council and of the managing committee and also as the official guardian of many of the kumars on the college roll, I have been in a position to form an intimate acquaintance with the work of the college and can testify to its excellence. As I observed in my note of last year, the educational standard is high, and the very marked all round improvement in the quality of rulers of states and of other big landholders in the Central Provinces agency and khalsa, and, as I also believe to be the case, in Bihar and Orissa, which has been such a noticeable feature of recent years, is in no small part due to the beneficent effects of the training received at the Rajkumar College, Raipur. The college roll is at present only 44, while the full capacity is about 65, and there is an urgent necessity for more boys in order that the work of the college may be carried on in the best manner possible. If all or at any rate a large percentage of the kumars available in the Orissa states could be sent to the college, the problem of numbers would be solved. I sincerely hope that this will be achieved in the near future.

A specially interesting development which the Principal proposes to bring about from the beginning of the next college year is the inclusion of a scheme of practical training in the elements of agriculture.

D. H. C. DRAKE,
*Political Agent,
Central Provinces States.*

AITCHISON COLLEGE, LAHORE

Dates of inspection.—12th, 13th and 14th January 1933.

Captain T. Hickinbotham, I.A., was the Political Officer associated with me in my inspection.

2. *Management.*—There has been no change in the Committee of Management. The Council of the College under the Chairmanship of His Excellency the Governor of the Punjab consists of 41 members, 19 of whom form a Committee of Management under the Chairmanship of Hon'ble the Finance Member of the Punjab. The Committee of Management considered the scheme forwarded by the Government of India in May 1931 and approved by the Secretary of State for the revision of arrangements for educational and financial supervision but came to the conclusion that the requirements of the college would be met by the continuation of the present arrangements.

3. *Finance.*—The budget estimate of the college for the year 1932-33 was Rs. 1,65,956, the main sources of receipts being:—

	Rs.
Contribution from Princes	18,500
Government grant-in-aid	27,600
College fees	70,000
Interest on investments	14,534
Games, Club, Farm, Dairy, etc.	30,800

while the principal items of expenditure are:—

	Rs.
Staff	1,04,085
Repairs and roads	13,000
Games, Club, Farm and Dairy	37,650

The total investments of the college in Government Promissory notes, Punjab Bonds and War Loans are Rs. 3,70,800. The college accounts are audited by an auditor from the Office of the Accountant General, Punjab. The financial position of the college is not yet entirely satisfactory. There was a deficit last year and it seems likely that there will also be one this year.

I cannot be too strongly emphasised that the work of establishing an adequate endowment fund should be taken in hand as soon as possible, more especially as it is by no means certain that the amounts received from the Government of India will continue to be paid indefinitely.

4. *Staff*.—In addition to the Principal there are two Assistant European Masters assisted by seven Indian Masters and three junior house masters. Of the ten Indian masters only two are trained. I have suggested to the Principal that it is very desirable that there should be more trained men on the staff. It might perhaps be possible to depute one every year. I think it would be a good thing to have regular staff meetings.

5. *Fees*.—The new reduced scale of fees, mentioned in last year's report, seems to have had the effect of increasing the number in the college.

6. *Organisation and time-table*.—The following is the present daily routine of the kumars:—

7-30 to 8-5 A.M.	. . .	Physical training.
8-10 to 8-40 A.M.	. . .	Religious observances for non-Muslim students.
8-45 to 9-15 A.M.	. . .	Home study.
9-15 to 9-45 A.M.	. . .	Breakfast.
9-45 to 1-15 P.M.	. . .	School roll-call and five consecutive school periods of 40 minutes each.
1-15 to 1-55 P.M.	. . .	Tiffin. Muslims go to mosque for prayers.
1-55 to 3-5 P.M.	. . .	Two school periods of 35 minutes each.
3-30 to 4-45 P.M.	. . .	Games.
5-45 to 6-15 P.M.	. . .	Religious observances.
6-30 P.M.	. . .	Evening meals.
8 to 9 P.M.	. . .	Compulsory study.

At 9 P.M. small boys go to bed, older boys go later while at 10 P.M. all lights are put out.

The school time-table is satisfactory though I am inclined to think that a small break of ten minutes during morning school would be a good thing.

During the cold months I can see no objection to holding all the classes out of doors but if this is done desks should also be taken out, as at present the boys are unable to do as much writing work as they should and what they do cannot but be untidy if they have no desks upon which to write.

There are no regular half holidays given in the college and I understand that the number of single holidays, which are such a nuisance in most schools, are kept within reasonable limits.

7. *Buildings*.—No new buildings have been constructed during the year but a provision of Rs. 13,000 has been made in the budget for repairs and roads. This work is under the supervision of a Superintendent of Works who also acts as Drawing Master.

Buildings are satisfactory. When funds permit it may be possible to build a separate room for the library.

8. *Furniture and apparatus* is on the whole adequate, but some of the blackboards should be replaced when opportunity offers. Others require repainting so as to give them a matt surface. In the lower classes though there is plenty of room the small boys are apt to crowd all together on the front bench with the result that it is impossible for them to write properly.

9. *Library*.—I have discussed with various members of the staff methods by which the boys can be encouraged to read more. Since the beginning of the present term only about forty books have been taken out by the boys. I think that there should be a definite grant given every year to the library. As much use as possible should be made of the English papers which are taken in. I feel that everything should be done to cultivate the habit of reading, as at present the general outlook of the boys is very confined and their knowledge of what is happening in the world meagre.

10. *Pupils : (a) Ages.*—The ages of the kumars are tabulated in the following statement. There are some remarkable variations in the ages of the boys in the upper forms.

Class.	Number.	Ages.	Extremo ages.	Average age.
VI-A (Diploma)	21	14, 15, 15, 16, 16, 16, 16, 17, 18, 18, 18, 18, 18, 19, 19, 19, 20, 20, 21, 21.	14—21	17·6
VI-B . . .	16	13, 14, 14, 16, 16, 16, 16, 17, 17, 17, 17, 17, 18, 19.	13—19	16·43
V	13	12, 13, 13, 13, 13, 13, 14, 14, 15, 16, 16, 17 . .	12—17	14
IV	9	10, 11, 12, 12, 13, 13, 14, 14, 16	10—16	12·6
III	12	10, 10, 11, 11, 11, 12, 12, 12, 12, 13, 14	10—14	11·6
II	5	10, 10, 11, 11, 11	10—11	10·6
I	1	9	9	9
Total . .	77			

(b) *Strength and admissions.*—Though the number of pupils in the college has increased from 69 last year to 77 at the time of my inspection, it was still alarmingly low. The number of Sikhs is 43 and of Hindus 14. It should be noted that of the 77 boys on the roll 21 boys are day-boys. The whole question is receiving the attention of the Committee of Management which appointed a sub-committee to consider the policy of the college in regard to its admissions. The sub-committee has recommended that a liberal interpretation should be put on Statute VIII (c) of the college statutes and that, in addition, His Excellency the Governor of the Punjab, who is Chairman of the Council, may exercise a new power to make exemptions from the social limit in certain circumstances and within a small fixed number yearly. Another ground for anxiety is that the number of Mohammadans is steadily decreasing. In former years they were about half of the total number.

11. *Boarding Houses.*—The third boarding house was temporarily closed in January 1932 as a measure of retrenchment and owing to a shortage of boys but was opened in October 1932 owing to an increase in numbers. I am glad to learn that no difficulty is found in getting boys to have their meals together.

12. *Classes.*—I have discussed with the Principal the question of opening an Army Class. I am doubtful whether this would be a wise move, unless the numbers in the college materially increase, more especially as there is already an Army Class in Lahore. The class could, it is true, be carried on for the first year without extra expense but in the second year it would probably cost more than the college could afford.

13. *Results.*—Only six passed out of fifteen in the last Diploma Examination as against 17 out of 17 in 1931. The majority of failures was in the History and Geography group.

14. *Instruction.*—It was unfortunate that my visit coincided with the introduction of a new time-table as some of the staff seemed not to know what they had to teach. This was particularly apparent in the Indian History classes in the lower half of the college. In this subject, I think, it is desirable that one master should be in charge of History throughout the college in order that there should be proper co-ordination of the work done in the various classes. As text-books in English and Indian history those by Gense (publishers MacMillan) might be found useful, more especially as the language is simple. For Masters' use in English History Edward's Notes on British History (four volumes) (Rivington) are valuable. Another point which requires attention throughout the college is handwriting and general neatness. Tidiness should be insisted on right from the beginning. I attribute the bad handwriting of many of the boys, specially in the lower part of the college, to the fact that they are using unsuitable nibs. Another thing which should be discouraged is writing in text-books; underlining is more useful.

Script writing is taught on the right lines but should not, in my opinion, be abandoned too early, at any rate not until the boys have learnt to write clearly.

The standard of spoken *English* is good but, as so often happens, the written work is of a much poorer quality. Reading was on the whole quite good but boys are rather apt to mumble. Everything possible should be done to make the boys correct their own mistakes. It is some times helpful for the master to use signs instead of correcting the boy's work himself. Regular spelling drill might profitably be given; in my opinion this is more useful than dictation, interests the boys more and takes up less time.

Geography.—I have discussed at some length with the geography master methods by which better results can be achieved. At present the standard is distinctly low. There is a good deal of note-taking, but if this is done it is desirable that the master in charge should glance through these notes occasionally. The books that I saw were full of mistakes. I have suggested that the master should keep in touch with the Central Training College, Lahore, where he will be able to get valuable suggestions for his own use and as a guide to method. I suggest Dr. Stamp's "The World" and his "Teaching of Geography"; also Dr. Fry's book in the University Tutorial Series. It is also desirable that there should be a detailed syllabus for the whole college arranged as far as possible on concentric lines. More should also be done to make the teaching throughout comparative and causal and there should also be continual revision. *Mutatis mutandis* the same remarks apply to the teaching of *History* especially in the lower forms. In Form II a beginning might be made with stories and short biographies illustrated as far as possible by suitable pictures. The chief requirement in this class is that there should be a definite scheme of work which has to be covered. More frequent written tests in History and Geography, especially in the higher forms, should be given and these should be properly corrected. In the higher classes I suggest that some form of the Dalton Plan might be a profitable experiment. It would at any rate encourage boys to think for themselves and to learn how to answer the question. Great care should be taken to avoid lecturing in the higher classes. The correlation between History and Geography should always be borne in mind. In the lower classes the text-book should not be used as an English reader. For masters' use "Edward's Notes on British History" (Rivington) is a useful book.

Mathematics.—The work done was fairly satisfactory though here again it was not always as neat as it should be. Boys should be made to do as much as possible for themselves. In the higher classes written tests in Arithmetic against time are valuable. Where mental arithmetic is being done questions should not be written on the board; the work should be done orally.

Science.—I was unable to see much of the science work, but what I did see was quite satisfactory. I think, however, that in practical work not more than two boys should work together. When there is sufficient apparatus I prefer to see boys working for themselves.

General knowledge is taught but here also a definite scheme is desirable. Boys should also be encouraged to ask questions themselves.

Vernaculars.—The teaching of the vernacular and Persian struck me as being rather dull. Much more written work, especially in composition, is desirable. When translation is done time is wasted if exercises are dictated. The following statement shows the vernaculars spoken by the boys in their homes :—

Class.	Punjabi.	Urdu.	Hindi.	Persian.	Pushto.	Total.	Remarks.
VIA (Diploma)	18	2	..	..	1	21	
VI-B	15	1	..	..	..	16	
V	12	..	..	1	..	13	
IV	8	1	..	..	..	9	
III	12	..	..	..	..	12	
II	5	..	..	..	..	5	
I	1	..	..	..	..	1	
Total	71	4	..	1	1	77	

The following statement shows the vernaculars taken by the boys in the college :—

Class.	Urdu.	Punjabi.	Hindi.	Total.	Remarks.
VI—A Diploma	17	3	1	21	
VI—B	13	2	1	16	
V	13	...	...	13	
IV	8	...	1	9	
III	12	...	...	12	
II	5	...	...	5	
I	1	...	...	1	
Total	69	5	3	77	

As for the boys themselves I enjoyed meeting them. Discipline is satisfactory and their manners are good. I realise that their day is a full one but I am sorry that various school activities have languished, such as scouting and the cadet corps. I should also like to see a school magazine. It is an excellent way of keeping in touch with old boys. I understand that something is done to keep a record of the future careers of old boys. There is also a tennis club in the college grounds to which they come. There are some prefects in the college but no captain. The Principal informs me that boys do not like taking responsibility. The drill which I saw was quite satisfactory. Tennis, Hockey, Football and Cricket are all played and all boys learn to ride. Water-polo is also played. The general health of the boys is excellent.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

Dated the 14th January 1933.

1. In accordance with the orders of the Hon'ble the Agent to the Governor General I met Mr. F. K. Clark, M.A., the Educational Commissioner with the Government of India, on the first day of the annual inspection of the Aitchison College, Lahore. Through the courtesy of Mr. J. Kelly, the Principal, I was enabled to visit the College on the 18th of January. Mr. Kelly very kindly supplied me with all the information at his disposal regarding the instruction of minor Rulers and their relatives.

At present there are seven relatives of the Chiefs of this Agency studying at the College, and in addition one other resident of a state in this Agency. Although it is not possible to obtain accurate figures of the number of boys who are relatives of the Rulers of States in this Agency and who are of the right age to enter the College, it is apparent that the figures given in Mr. Kelly's statement, appended to this note, form a small percentage of the number of boys who might be studying at the College. The minor Maharaja of Nabha and the sons of the Maharaja of Jind (who are studying at the Mayo College, Ajmer,) and the son of the Raja of Mandi (who is being prepared for the Prince of Wales' College, Dehra Dun) are prominent cases in which the Lahore College has not been patronised. There are in addition to those already mentioned six boys who are the relatives of Rulers of States outside this Agency. Two-thirds of the pupils from the States are studying in the three higher classes, and it is noticeable that the percentage of State

students is decreasing. In my opinion there are several reasons for this decrease, the principal one being that there has been for some time a tendency to relax the social standard for new entrants to the College as defined in the College prospectus in the following terms:—"The College is for Ruling Princes and Chiefs, their relatives, and gentlemen's sons, according to a definite birth qualification." This has apparently been done in order to maintain the numerical strength of the School and thus prevent a falling off in the financial support obtained from school fees. I am given to understand that the general financial stringency, due principally to agricultural depression, has prevented a number of sons of the Punjab landed gentry (from whom the College students have in the past, and in view of the shortage of Ruling Princes and Scions of Ruling Houses, been for the most part drawn) from being sent to the College, with the result that a less aristocratic element is becoming numerically stronger. The Chiefs are averse from their sons and relatives mixing with the sons of people in a lower social sphere. This may have been inevitable, but it is a pity, for it is very undesirable for a future Ruler to be an object of flattery from boys whose parents have sent them to school, in some cases, with the object of their obtaining an appointment in State service on completion of their education.

2. Even if a reasonable proportion of the relatives of the Punjab Chiefs were being educated at the Aitchison College, I do not think it would be possible under the present circumstances for them to obtain an education calculated to fit them for their future high position in life. For this purpose it is essential that they should be given an education on the lines and in the atmosphere and traditions obtainable at a Public School in England.

In the first place it is desirable for them to be-taught by masters who are not appreciably socially inferior to them, and it is doubtful if any College could obtain a staff of Indian masters who would fulfil this condition. At present it is therefore essential that the boys be taught by English masters with a resultant increase in expenditure on salaries and, even if all State pupils who were eligible attended a College such as the Aitchison College, the increase in fees would not be anything like sufficient to meet the extra expenditure on salaries. In fact there are probably only sufficient students from States in India to justify one or at the most two Chiefs Colleges with a complete establishment of English masters and Indian religious teachers.

In the Aitchison College, and I believe in other similar institutions, the sons and relatives of Rulers are permitted either to live outside the College with their own tutor in their own bungalow or, as in the case of His Highness the Nawab of Bahawalpur, to occupy a private house inside the College grounds. So long as this practice is permitted it is not possible for a boy to obtain the full benefit of a Public School education. Under this system he lives with a tutor who is responsible for him outside school hours with the result that his tuition is conducted partly by the School authorities and partly by his tutor who may have different ideas on the subject of correct methods of instruction from those held by the College Principal. His education must necessarily suffer and the School authorities are in an unenviable position. The natural result of this individual treatment is that any good that may have been derived from intercourse with his masters and from boys of his own age is negatived as soon as he enters his private bungalow to be surrounded by State servants. The boy should be made to forget that he is a Maharaja or a Nawab or the son of some high State official and be taught to take his place in the school on equal terms with the other boys.

So far as education is concerned, a higher standard can be attained by individual tuition than can be obtained at a College of this nature. At the same time a tutor cannot impart the kind of knowledge and understanding which is normally imparted to one boy by the other boys at a school. With the present system at the Aitchison College a boy does not receive so good an education as he would from his whole-time tutor, and at the same time derives but little benefit from mixing with boys of his own age because as soon as the actual school hours and the hours allotted for games are over he drives away to be surrounded by the flattery and servility of his own servants.

The desirability of this mixing with other boys is, I think, realised by the Punjab Chiefs, but at the same time they are loath to permit their sons to mix with undesirable boys and it is my opinion that the lowering of the required social standard in a school results in the entrance into the school of a number of boys with whom it is not desirable for a future Ruler to mix on equal terms.

I am not in a position to speak of the educational instruction imparted at the Aitchison College and most certainly not entitled to criticise it. It is rather the general tone of an Institution of this kind which I have considered when thinking of the proper training of future Rulers of Indian States and others who may be expected to exercise an influence on their administration, progress and development, and I have received the impression that the Aitchison College falls short of the required tone. I can perhaps best describe what I mean by saying that it appears to me to be an institution which has rather the tone of a Grammar School than that of a Public School.

T. HICKINBOTHAM,

*Under Secretary to the Agent
to the Governor General,
Punjab States.*

State boys at the Aitchison College.

(As at 15th January 1933.)

	Direct line.	Relatives of Ruler.	Other Residents of State.	Having temporary or fortuitous connection.
Punjab Saluto States—				
Patiala	2	4*	1	1
Kapurthala . . . . .	...	...	...	2
Jind . . . . .	...	...	...	2
Loharu . . . . .	...	1	...	...
Outside Punjab—				
Panch	1	...	...	...
Kashmir . . . . .	...	...	2	...
Swat . . . . .	...	1	...	...
Simla Hill States—				
Jubbal (S.H.)	2	...	...	...
Mahlog	1	...	...	...
Nalagarh	1	...	...	...

* Three more are just joining, 21st January 1933.

MAYO COLLEGE, AJMER.

Inspected on 30th, 31st January and 1st February 1933.

Lt.-Col. R. J. Macnabb, Resident in Mewar and Political Agent, Southern Rajputana States, was associated with me in the inspection of the college. His report is appended below.

2. *Management.*—Under the new scheme sanctioned by the Secretary of State the College has now been registered under the Public Societies' Act. Formerly the Viceroy was President of the College Council and the Agent

to the Governor General Vice-President. The former is now Patron of the College and the latter Visitor, while the President and Vice-President of the General Council are now Ruling Princes of Rajputana elected by the Council. The General Council, which includes all Ruling Princes of Rajputana, four Ruling Princes outside Rajputana and three representatives of the Old Boys' Association, consists at present of 29 members, 20 of whom are non-officials and four officials, the latter being :—

- (1) A Political Officer from Rajputana.
- (2) The Educational Commissioner with the Government of India.
- (3) The Commissioner, Ajmer-Merwara.
- (4) The Accountant General, Central Revenues—Financial Adviser.

The Working Committee consists of six members, four of whom are ruling princes of Rajputana, one representative of the Old Boys' Association and one a Political Officer from Rajputana. The Principal of the College acts as Secretary of both bodies. The Ruling Princes on the Working Committee will attend the meetings in person and will not, as before, be represented, when they wish, by their nominees.

3. *Finance*.—The revised budget of the Mayo College Fund for the year 1932-33 closed with a balance of Rs. 1,88,087 as compared with a closing balance of Rs. 1,64,557 for the year 1931-32, the total budget being Rs. 4,38,427. The total receipts for the year 1933-34 are estimated to be Rs. 2,07,020, the main items of income being :—

	Rs.
Interest on securities	66,380
Fees	39,250
Contribution from Government	58,190
Contribution from States	4,730

while the expenditure, including certain abnormal non-recurring items is estimated to amount to Rs. 1,79,470, most of which is spent on the establishment. A comparison of the above figures with those of last year will show that while the receipts from interest, fees and contribution from Government have increased the contributions from States have remained stationary. It will be observed, however, that the finances of the college are, for the time being, on a satisfactory footing. At the same time it is desirable that every effort should be made to build-up the Jubilee Endowment Fund, which was started a few months ago to commemorate the college jubilee and donations promised or paid to which at present amount to roughly 2½ lakhs, as there is no guarantee that the contributions made from Central Revenues will be indefinitely continued.

The revised budget of the Post-Diploma classes for 1932-33 opened with a balance of Rs. 1,44,876 and closed with a balance of Rs. 1,45,986, thus showing a small surplus. A similar small surplus is expected in the budget estimate for the year 1933-34, as the closing balance for that year is expected to be Rs. 1,46,976, the main items of receipt being :—

	Rs.
Interest on capital and annual subscriptions from Princes	15,600
Interest on unutilised amounts	7,100
Fees from kumars	11,890

4. *Fees*.—The fees in the college vary according to the social status and income of the boys and the area from which they come. The total expenses of a boy in the college come to Rs. 1,600 in the case of a boy of a lower status and rises to Rs. 5,000 in the case of a boy of the highest status.

5. *Staff*.—The Post-Diploma and school staff consists of three European masters (including the Principal) and thirteen Indian masters, ten of whom have the status of Government servants and three are non-Government. No fixed scale has yet been settled for new entrants but it will probably be Rs. 150—10—250. Contracts will be entered into after a period of probation. A provident fund is, I understand, shortly to be introduced for the benefit of the members of the staff who are not Government servants. Two of the Indian masters are trained, one being L. T. and the other C. T. I cannot help feeling that when further recruitment to the Indian staff is contemplated, the desirability of getting trained men should be considered. It is

gratifying to learn that another Englishman is to be added to the staff as from July next. The boarding houses are in charge of resident *Motamids*, and are combined in groups under the supervision of the English staff as House Masters. There are nine school houses and one for Post-Diploma students. Something definite has now been done by way of giving the Principal better control over these *motamids*. As stated in last year's inspection report Col. Hanson, Mr. Meade and Captain Beatty co-operate with the college authorities. Major Rainsford Hannay, Tutor to the two Maharaj kumars of Jhind and Mr. C. Kefford, Guardian to the grandsons of the Thakur of Dundlode, both of whom joined the college this year, also co-operate.

6. *Buildings*.—No important new buildings have been added since last year but the college expects to erect shortly a new temple on a more central site than the present one and funds are available for this purpose. With a view to preventing encroachments, unwanted plots of land to the north-west have been sold and new plots of land towards the south-east, where there was danger of encroachment, are being acquired. The college grounds have now been completely fenced, iron gates have been erected at all the principal entrances at which chowkidars are on permanent duty and a new chowkidars' lodge has been built at the most frequently used entrance. Electric installations have now been completed in all the Boarding Houses. I was particularly struck with the general appearance of the buildings inside and out and the tidiness of the college grounds.

7. *Organisation of the college*.—The Post-Diploma course has now been extended over four years instead of three as before, and the syllabus has been so revised as to meet the requirements of the Indian universities for admission direct to their M.A. and LL.B. classes after completion of this course. The course is divided into two parts, each lasting for two years—Intermediate and Final—the former corresponding to F.A. and the latter to B.A. At the time of my visit there was no fourth year class. There were five under-graduates in the first year, seven in the second and six in the third, *i.e.*, 18 in all. I discussed at some length with the masters in charge the various problems arising out of the formation of these post-diploma classes. The students were keen but at present lack a sufficiently wide outlook to get the best out of the teaching provided. It may be found desirable to deal with each of the first two years separately. I am inclined to think that this should be done, at any rate for the next few years. There is a small nucleus of a library; when sufficient books are available the introduction of some modification of the Dalton Plan will probably be found useful.

The following is the daily routine of the boys during the cold weather :—

Time-table—Cold weather.

Morning Parade	7-45 to 8-15 A.M.
Baths and prayers	8-15 to 8-45 A.M.
Preparation in Boarding Houses	8-45 to 9-15 A.M.
Breakfast	9-15 A.M.
School-bell	9-50 A.M.
Classes	10 to 11-20 A.M.
Interval	11-20 to 11-35 A.M.
Classes	11-35 to 12-55 P.M.
Interval	12-55 to 1-40 P.M.
Classes	1-40 to 3-40 P.M.
Religious service	4-30 to 5 P.M.
Preparation for seniors	7-15 to 9-15 P.M.
Preparation for juniors	7-15 to 8-30 P.M.
Wednesdays and Saturdays	Half-holidays.

Sunday and holiday Time-table.

Voluntary games	8 to 9-30 A.M.
Religious service	10-30 to 11-30 A.M.
Voluntary Social gathering for seniors in Pavilion	11-30 to 12-30 P.M.
Voluntary games	5 P.M. till dark.
Lectures in First Aid on Sundays—	
Senior class	4 P.M.
Junior class	12 noon.

The time-table is on the whole satisfactory though it is desirable to avoid, except as far as science is concerned, consecutive periods in the same subject. Another point which in my opinion is worth consideration is the number of single-day holidays. I fully realise the difficulty in cutting them down but it is possible that if an equivalent number of days were added to one of the vacations less difficulty might be felt. Another problem in an institution of this kind, and more especially in this college, is the difficulty of getting the boys back in time after they have been allowed to go home on holiday and also the frequent leave which has to be given during term time for marriages.

8. *Library*.—I have gone into the question of the library with some care as it seems to me highly desirable that as much as possible should be done to encourage in the boys in the college the habit of reading. At present there is an allotment of Rs. 1,000 per annum but only about Rs. 300 is spent on books and out of the whole school only about thirty boys ever take books out. Some use, however, is also made of the libraries in the boarding houses. The Masters' Library, too, is inadequate and does not seem to be used as much as it should. A large number of the books at present available struck me as being somewhat unsuitable for the purpose and when time permits, I would suggest that the whole question of providing a sufficient number of books including light novels and a considerable number of books in the main vernaculars should be carefully considered. It might also be worth discussing whether it is desirable to give more time definitely to reading, at any rate in the beginning. At present throughout the college there is a lack of background among the boys and an absence of curiosity as to what is going on in the world around them. The knowledge of general literature, even in its simplest forms, is curiously small.

9. *Pupils and examinations*.—Three boys took the Higher Diploma examination in 1932 and all passed while out of 13 candidates who appeared for the Diploma examination of 1932, 8 passed. The weak subjects were Translation, Geography and in several cases Arithmetic.

It is satisfactory to note that the number of the boys has increased from 115 last year to 131 this year. The Principal informs me that he regards 150 as the maximum number of boys that should be admitted. There were 31 admissions, of whom eight come from places outside Rajputana, and 15 withdrawals during the year. From the statement of ages of the kumars given below it will be observed that in some of the classes the range of age is very wide: in class VII it is as much as 11 years and in the Diploma class IX. I presume this is inevitable but it must lead to all kinds of difficulties. There is also a curious variation in the numbers of boys in the various classes.

Statement of ages of the kumars.

Classes.	No. of kumars.	Ages.	Extreme ages.	Average age
Post-Diploma—3rd Year . .	6	20, 20, 21, 21, 22, 22	20—22	21
2nd „ . .	7	19, 19, 19, 20, 21, 21	19—21	20
1st „ . .	6	16, 20, 21, 21, 21	16—21	19.8
Diploma Class . .	21	13, 14, 16, 16, 16, 17, 17, 17, 17, 17, 18, 18, 18, 18, 18, 18, 19, 20, 20, 21, 22.	13—22	17.62
2nd	13	15, 16, 17, 17, 17, 18, 18, 18, 18, 18, 18, 19 . .	15—19	17.46
3rd	12	14, 14, 15, 15, 15, 16, 16, 16, 16, 17, 17, 19 . .	14—19	15.83
4th	8	11, 12, 14, 16, 16, 16, 17, 19	11—18	15.0
5th	13	10, 12, 12, 12, 12, 12, 14, 14, 15, 15, 15, 15, 18 . .	10—18	13.54
6th	10	11, 11, 12, 12, 12, 13, 13, 13, 14, 14	11—14	12.5
7th	20	8, 8, 9, 9, 9, 10, 11, 11, 11, 12, 12, 12, 12, 13, 13, 13, 14, 14, 16, 19.	8—19	11.8
8th	16	8, 8, 8, 9, 9, 9, 10, 10, 10, 10, 10, 10, 10, 11, 12, 14	8—14	9.88
Total . .	131			

10. *Instruction*.—As far as teaching is concerned the organisation is distinctly good throughout and the teaching on the whole is quite fair. Writing and general neatness are improving but still require some attention and I have suggested to the Principal the desirability of introducing script writing in the two lower classes at any rate. Attention should also be paid to the nibs used, *i.e.*, the so-called red-ink nib is quite unsuitable for small boys. I am also of opinion that all written work done in the school should be in ink; at present most of it is done in pencil and many of the boys were using pencils so small that they can scarcely hold them. The standard of spoken English was quite good but, as usual, that of the written work was not so high. I think in the higher classes at any rate, definite teaching should be given on "accent" and "emphasis" as many of the boys read badly and stuck to the tonic accent of their vernaculars, *e.g.*, emphasising the last word in the sentence which is generally a verb in their own language. There is also a tendency to mumble when speaking. Regular drill, too, might profitably be given in the pronunciation of long vowels which in English have almost invariably a double sound. In one or two lower classes the text-book used might profitably be changed, for example, I suggest Tipping's books at the bottom. In the conversation period the small boys should be regularly encouraged to ask each other questions. Correction work was well-done but there is a tendency for the masters themselves to do too much for the boys though most senior boys do correct their own mistakes. As far as spelling is concerned I prefer to see regular spelling drill rather than dictation though I admit this is a matter of opinion.

Mathematics.—I was not able to see as much of mathematical teaching, especially in the higher classes, as I should have liked, but what I did see was being done quite satisfactorily.

Science.—Science work was quite satisfactory and I was glad that the boys worked singly. I would suggest, however, that according to modern practice observations made should be written straight down on the spot and not done roughly and then copied out afterwards at home. Much of the diagram work was excellent in quality but I think a waste of time. I can see no objection to the use of stencils.

Vernaculars.—The teaching of the vernacular and the Sanskrit struck me as being rather dull. Reading throughout was very monotonous and lacked expression. In most classes more written composition work is necessary. I have had the following two tables prepared as they illustrate in an interesting manner the great diversity of languages taken or spoken by the boys.

Vernaculars taken by the kumars in the college.

Classes.	Hindi.	Urdu.	Gujarati.	Bengali.	Manipuri.	Telegu.	Total.
Post Diploma—							
3rd year	4	1	1	..	..	..	6
2nd year	6	1	..	..	..	..	7
1st year	5	..	..	..	..	..	5
Diploma—							
1st	16	1	2	1	1	..	21
2nd	13	..	..	..	..	..	13
3rd	9	2	..	1	..	..	12
4th	7	1	..	..	..	..	8
5th	9	3	..	..	..	1	13
6th	8	2	..	..	..	..	10
7th	13	4	3	..	..	..	20
8th	12	4	..	..	..	..	16
Total	102	19	6	2	1	1	131

Languages spoken by the kumars in their homes.

Class.	Gujarati.	Vijeti.	Urdu.	Marwari.	Hareli.	Rajasthani.	Razri.	Bhujbahi.	Mewari.	Jainari.	Sheklawali.	Misani.	Manpuri.	Bogali.	Hindi.	Bhindekhi.	Malvi.	Junaghi.	Ochawali.	Telegu.	Katheri.	Khadi.	Dhandari.	Total.
Post Diploma—																								
2nd year .	1	1	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
2nd year .	..	1	1	..	1	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
1st year .	..	..	..	1	1	1	..	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	6
Diploma .	2	..	1	3	2	..	..	2	1	1	1	1	1	1	..	..	..	..	..	..	..	..	..	21
2nd .	1	..	..	1	2	..	..	1	3	2	..	..	..	..	2	1	..	..	..	..	..	..	..	13
2nd .	1	1	1	1	..	..	..	1	..	..	..	..	..	1	3	1	1	1	..	..	..	..	..	12
4th .	..	1	1	2	..	..	..	..	1	1	1	..	..	..	..	..	..	..	1	..	..	..	..	8
5th .	..	..	1	1	1	..	..	1	2	..	..	..	..	..	2	..	1	..	2	1	1	..	..	13
6th .	1	..	2	1	2	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..	1	..	..	10
7th .	3	2	3	1	1	..	..	..	2	1	..	1	..	..	1	..	..	1	..	..	..	2	2	20
8th .	..	1	3	2	1	..	..	..	1	..	2	..	..	..	1	..	..	..	1	1	1	2	1	16
Total .	9	7	14	14	17	3	1	7	11	6	7	2	1	2	9	2	2	2	3	2	3	4	3	111

Geography.—The teaching of geography was, as far as it went, fairly satisfactory but it seems to me as if the organisation of the teaching, the use of comparative and causal methods and the correlation between geography and history had been neglected in the past. The Principal is fully alive to this difficulty and is doing his best to improve matters. I would suggest, however, that in the two or three top classes, at any rate, definite test papers should be given as often as possible, certainly not less than once a week, in order to train the boys in the method of answering questions. The contour map of India in the college grounds struck me as being very valuable.

History.—The History teaching interested me. No notes were given and very little written work was done. At the same time the teacher continually revised what he had done and the result was better than I expected. I still think, however, that in the higher classes at any rate more written work should be done and more map work, and in the lowest class more use should be made of pictures.

Nature study.—I have mentioned below the question of the discontinuance of the teaching of nature study. If it is kept up I think it should, even in class V, be largely through the medium of the vernacular and as much as possible should be done to encourage boys to make their own observations. Many seem to find the subject difficult and uninteresting.

General knowledge.—A regular scheme of general knowledge has been worked out by the Principal and I shall be very interested to see the results. Continual supervision of the teaching of this subject is necessary as it is apt to be valueless unless teachers themselves are really keen. What work I saw being done was on the right lines. Boys, I think, should be encouraged and made to ask their own questions.

Cricket, football, hockey, tennis and physical training are compulsory for all boys. In addition there are squash courts one of which has recently been provided with electric light for use after dark, a swimming bath, a miniature rifle range and other physical exercises under the English staff, the Superintendent of Games, a Daffadar and two physical training instructors. Two polo teams can be put on the field; there is also a college squadron of light horse.

There is a Debating Society holding fortnightly debates and lantern lectures are given on subjects of general interest in alternate weeks by

members of the staff. A cinema machine was presented by the heir-apparent of the Khairpur Mirs (Sind) on his leaving the college. I hope that more use will be made not only of this machine but also of the excellent apparatus in the electrical room. There is also a good Magazine in the writing of which some of the boys take an active part.

Some definite progress towards the institution of common messes and the reduction in the number of servants has to be recorded. It has not yet, however, been found possible to group boys in houses according to age.

There are five monitors but, this year, no captain of the school. There is at present a certain diffidence felt by the boys in undertaking responsibility.

The tone and discipline of the place are distinctly satisfactory; moreover all the boys struck me as being happy and contented. I have discussed with the Principal the possibility of doing away with the Nature Study and Drawing classes in which the boys take little interest and substituting some leisure time in which boys can take up such subjects as manual training and hobbies of various kinds.

A start has been made with First Aid; other hobbies for which, I understand, the Principal hopes to provide facilities are photography, gardening, carpentry and motor repairs.

It was a great pleasure to me to visit the college. There is plenty of good material here and I am sure that the Principal and staff will make the best use of it. Very wisely he is not attempting to do too much at once, but I am convinced that in a few years—it cannot be done in less—it will be a model institution.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

Dated the 1st February 1933.

I have again been associated with the Educational Commissioner with the Government of India in the yearly inspection of the Mayo College, and have very little to add to the remarks I made last year. The college seems to be definitely on the up grade. The numbers have gone up in the past year and seem likely to continue to do so. Apart from this I have come across other indications that the material improvement in discipline and in general supervision is being appreciated by parents.

There are other hopeful signs. The Mewar Sirdars have expressed a wish that the boys in the Udaipur House should have their meals in a common dining room, while the boys from Bharatpur, Bundi, Jaipur and Tonk not only have common dining rooms in their respective houses but also have common catering arrangements. The Mewar Sirdars have also voted for a common house tutor to take the place of a multiplicity of private tutors, and similarly throughout the College the number of private tutors has been reduced appreciably.

The College and grounds are well kept and cared for and the general impression received in regard to the whole administration of the College is one of enthusiasm and efficiency.

Last year I expressed the opinion that within the limits prescribed by financial considerations the College was fulfilling its primary function in regard to the training of future Rulers of Indian States and others who would exercise an influence on their progress and development. This year again I am glad to be able to endorse that opinion.

R. J. MACNABB, Lt.-Col.,

Resident in Mewar.

Dated the 17th February 1933.

RAJKUMAR COLLEGE, RAJKOT.

Dates of visit.—3rd to 5th February 1933.

Lt.-Col. J. C. Tate, Political Agent, Western Kathiawar Agency, was associated with me in my inspection of the college. His report is appended below.

2. *Management.*—The management is vested in a Council consisting of 16 members, 12 of whom are elected. The remaining four are as under :—

- (1) Agent to the Governor General, Western India States, who is President of the Council.
- (2) A Political Officer.
- (3) The Educational Commissioner with the Government of India.
- (4) The Principal of the College, who acts as Secretary.

Only one meeting of the College Council is held each year; there is no working committee.

The college is not a registered society. It is, I think, desirable that the question of registration be taken up by the College Council as in the draft scheme approved by the Secretary of State such registration seems to be regarded as necessary.

3. *Finance.*—The income and expenditure account for the year 1932-33 is as follows :—

	Rs.
Fees from kumars	30,000
Interest on Endowment Fund	49,800
Miscellaneous	2,407
Total	<u>82,207</u>

while the expenditure, both recurring and non-recurring, comes to Rs. 1,20,766, leaving a deficit balance of Rs. 38,559. This deficit will, however, be met from the contribution of Rs. 44,834 by the Kathiawar States for the purpose and any surplus remaining after the year's working will be transferred to the reserve fund. As the Kathiawar States interested in the welfare of the college expressed to the Government of India their willingness to undertake all financial responsibility the annual Government subvention of Rs. 10,000 to this college was, as an experimental measure, discontinued, on the other hand the college now pays Rs. 5,230 annually for leave and pension contributions of the masters lent to it. The grants for games are low. There is no allotment at all for prizes in sports. The reserve fund of the college invested in Government Promissory Notes amounts to about rupees ten lakhs.

There is no audit conducted by an outside agency but this has hitherto been considered unnecessary in view of the rigorous scrutiny to which the accounts are subjected before being finally passed.

4. *Cost of college education.*—Fees are charged on a sliding scale varying from Rs. 600 to Rs. 2,400 a year according to the status of the individual kumar and the income of the State from which he comes. The cost of college education for an *ordinary* kumar comes to between Rs. 3,000 and Rs. 4,000 a year. This high cost of education is engaging the attention of the College Council which appointed a sub-committee to consider the question of (i) the amalgamation of this college with the Talukdari Girassia School, Wadhwan Camp, and (ii) the curtailment of college expenses. I understand that the sub-committee has recommended the amalgamation of the two institutions and with this object in view considers it necessary to have (1) common messing, (2) uniform clothing on simple but adequate lines and (3) the gradual introduction of the dormitory system. If the recommendations of this sub-committee are carried out by the Council the expenses of an ordinary kumar will come to less than Rs. 1,000 a year. Though, of course, there are several obvious objections which could be put forward against the scheme, it is desirable that it should be thoroughly examined by the College Council. Any

reasonable suggestion indeed which aims at increasing the number of pupils in the college merits the deepest consideration.

5. *Staff*.—The staff consists of two Europeans, *i.e.*, Principal and Vice-Principal, seven Indian Assistant Masters and two Indian wing-masters. Of the Indian masters only two are trained. The desirability of having as many trained men on the staff as possible needs no emphasis. Two of the Indian staff are non-Government men. No definite scale for future recruits has yet been decided on, but the matter will come up for discussion in March next. As no immediate recruitment is contemplated, there would seem to be no immediate necessity of fixing any scale at present for new entrants, more especially as it is impossible to say during the present time of depression what could be regarded as a fair and equitable scale. There is no doubt, however, that the scales at present obtaining in the college are really liberal and considerably higher than those in most institutions of this kind.

The proposal to start a Provident Fund is an excellent one and the scheme suggested could not well be bettered.

6. *Buildings* are well cared for and spotlessly clean. Rewiring has been carried out at a cost of Rs. 9,000. Furniture and apparatus are adequate.

7. *Boarding arrangements*.—Three kumars live with the Principal in his bungalow and five others board with him. 18 kumars live in separate rooms in the main buildings.

8. *Pupils*.—The number on the roll is 26 as against 29 last year. 22 kumars belong to Kathiawar and Gujarat, while three come from Rajputana and one from the Bombay Presidency. The ages of the kumars are tabulated in the following statement:—

Class.	No. of kumars.	Ages.	Extreme ages.	Average age.
I Diploma . . .	1	17	17	17
I-B	1	15	15	15
II	9	15, 15, 16, 17, 17, 18, 18, 19	15—19	16.88
III	4	14, 15, 15, 17	14—17	15.25
IV	5	11, 12, 12, 13, 16	11—16	13.2
V	4	11, 12, 14, 14	11—14	12.75
VI	2	8, 13	8—13	10.5
VII	1	9	9	9
	26			

The range of age in the different classes is not nearly so large as in most chiefs' colleges.

I discussed at some length with the Principal and the Agent to the Governor General the reasons for the decline in the number of kumars and methods by which an increase could be achieved.

The general tone of the college is quite satisfactory and the boys obviously enjoy being in the place. The system of "officers", I am told, works well and an attempt is made to combine privileges with responsibilities. With such small numbers adequate provision for team games is, of course, impossible but everything that can be done is done to ensure that the boys get sufficient physical exercise.

I was glad to learn that companions and staff take an active part. There is an active troop of scouts, whose work I witnessed with great pleasure, and practically all the boys can swim. Riding, including jumping and tent-pegging, is also a feature of the place. I was particularly interested in the novel and valuable tours and excursions conducted by the Principal.

9. *Results*.—The college sent up three candidates for the Diploma examination and they all passed. No boy is taking the examination this year.

10. *Time-table*.—The following is the daily routine of the kumars during the winter term :—

6-45 A.M.	First rising bell.
6-45 to 7-15 A.M.	Tea, chota hazri.
7-15 to 8-15 A.M.	Morning exercises, riding and drill, etc.
8-30 to 9-15 A.M.	Bath, preparation of lessons.
9-15 to 9-45 A.M.	Breakfast.
9-45 to 10 A.M.	Prayer.
10 A.M. to 1 P.M.	Class work.
1 to 2 P.M.	Lunch recess.
2 to 4 P.M.	Class work.
4 to 4-15 P.M.	Tea.
4-15 to 5 P.M.	Private reading.
5 to 6-15 P.M.	Evening exercise.
6-15 to 7-30 P.M.	Supper.
7-30 to 8-45 P.M.	Library.
9 P.M.	Bed time.

On Wednesdays and Saturdays the morning school is held from 10 A.M. to 1-30 P.M.

There seems to be a large number of odd holidays. It might be possible to reduce the number of these during term time and even, if necessary, add these days to the ordinary vacations.

11. *Library*.—There is a large number of books in the library scattered over the various rooms. I understand that there is a possibility of constructing a separate building to house these books. From a cursory examination it would seem that there are many books which might profitably be got rid of as they are out of date and no body reads them. I am informed that boys read about 10 to 12 books on an average during the year and that an attempt is made to test whether the boys have understood or appreciated what they have read. I was glad to hear that boys read a certain amount of vernacular books and I think it would be a good thing if such reading were extended. The older boys subscribe to newspapers. I understand that arrangements are now being made to obtain some more picture papers.

12. *Instruction*.—I have been told that there is a feeling among the States that the quality of instruction given in the college is not as good as it should be, but from what I have seen I think that this charge is unjustified. It is true that some of the teaching lacks life, especially in the vernacular subjects and, to a certain extent, in mathematics, but on the whole the standard is not lower than that obtaining in most of the other chiefs' colleges. Everything possible should be done to make the boys work for themselves as there is a great temptation, when classes are so small, for masters to do the work which boys themselves ought to do. In the higher classes some adaptation to the Dalton Plan might profitably be introduced. When questions are given they should be carefully distributed among the whole class and not confined to the brighter boys.

Writing in text-books should be discouraged and the work done in class should be in ink and not in pencil.

English pronunciation and reading were quite fair but the composition was not so good. The differences of idiom between Gujarati and English should be explained and regular drill in these differences should be given. Throughout the college boys should be made to correct their own mistakes as far as possible. A series of signs might be used to indicate various types of error.

All the translation work I saw was being done orally. I think this is a mistake. Most of such work should be written and carefully corrected by the teacher. One or two English text-books in use might with advantage be changed. As for the writing, I think it would be a good thing to begin with script writing, at any rate in the two lower classes. A certain amount

of copy-writing was being done but boys were not shown how to hold the pen properly and most of them were using the wrong kind of nib.

History.--The method adopted for teaching history was, on the whole, sound, but there should be continual revision and more map work. Correlation of history and geography should be continually borne in mind. In the upper classes frequent test papers are desirable. In English history care should be taken to stick to essentials: It would be well for the master in charge to look at the copy books of the boys occasionally as those I saw were full of mistakes. I was glad to hear that a detailed syllabus for the whole school is being worked out.

Geography.--The master in charge of geography seems to know his work but he finds it very difficult to get much out of boys in the upper classes. The teaching throughout should be casual and comparative. Much more use should be made of physical maps. In this subject, too, a detailed syllabus covering the work of the whole college is necessary. This is being prepared.

Vernacular.--In vernacular the work of teaching struck me as being monotonous throughout. More written translation work is necessary and much more written composition.

The vernaculars taken at the college and spoken by kumars in their homes are tabulated below:—

Languages taken by kumars in the college.

Class.	No. of kumars.	Gujarati.	Marathi.	Hindi.	Urdu.	Remarks.
Diploma	1	1	..	..	..
I-B	1	1	..	..	..
II	8	8	..	..	..
III	4	2	1	..	1	
IV	5	4	..	1	..	
V	4	3	..	1	..	
VI	2	2	..	..	..
VII	1	1	..	..	..
Total	26	22	1	2	1	

Languages spoken by kumars in their homes.

Class.	No. of kumars.	Gujarati.	Marathi.	Hindi.	Urdu.	Remarks.
Diploma	1	1	..	..	..
I-B	1	..	..	1	..	
II	8	5	..	..	3	
III	4	2	1	..	1	
IV	5	3	..	1	1	
V	4	3	..	1	..	
VI	2	2	..	..	..
VII	1	1	..	..	..
Total	26	17	1	3	5	

Science.—The science teaching was quite fair but boys should take down notes of their observations direct while doing their work. Fair copies of the work done should not be necessary.

Nature study.—The teaching of nature study is complicated by the language difficulty. It is done in classes V and VI. Boys should be encouraged to observe as much as possible for themselves.

General knowledge.—I would suggest for the consideration of the Principal the desirability of teaching General Knowledge throughout the school. If this is done a definite and detailed syllabus will be necessary.

Health.—Except for occasional malaria the health of the kumars is good.

Previous reports have stressed the various difficulties with which the college has to contend, especially as regards the lack of numbers and there is no need for me to repeat them here. I cannot, however, help feeling that there is a brighter future in store for a place which has so many advantages to offer.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

Dated the 5th February 1933.

It is again my duty this year to be associated in the work of the annual inspection of the Rajkumar College at Rajkot.

It is disappointing to find that the numbers of Kumars attending the College continue to dwindle; there are at present only 26 Kumars on the College roll compared with 29 last year. I understand that the Committee which has been investigating the question of the amalgamation of this College with the Talukdari Girassia School at Wadhwan has completed its deliberations, and that its report will shortly be considered by the College Council. If this amalgamation takes place, the number of Kumars attending the College will automatically increase, and the great benefits derived from the training which the College gives will be within the reach of many Kumars who at present have to be educated elsewhere.

With increased numbers it may be possible and advisable to alter the curriculum now followed. I would suggest that the curriculum should be one which would enable a Kumar to enter for the competitive examination for candidates for the Services. It may also be possible to provide training for Kumars in Law and Administration. At present those Kumars who pass the Chiefs' Colleges Diploma Examination, and those who reach the top form in the College leave the College without any knowledge of Law and Administration. It is very essential that the future Rulers of the States should have a sound training in these subjects, and I am of the opinion that very satisfactory results would be obtained if this training could be given to the Kumars before they leave the College.

The Kathiawar States interested in the welfare of the College having undertaken responsibility for all its necessary expenses, the subvention which the College received from the Government of India has been discontinued. It is therefore very necessary that every effort should be made to procure a larger number of students so that the extra cost which the Kathiawar States will now have to defray in maintaining the College may be reduced as far as possible.

Of the students now at the College, five are the minor Rulers of State and Jurisdictional Talukas, and nine are the heir-apparents of Rulers of States and Jurisdictional Talukas, while the remaining twelve are either the owners of non-jurisdictional estates or the relations of Rulers of States and Jurisdictional Talukas.

The Principal and his Staff have maintained the high traditions of the College, and the success which the College obtained at the last Chiefs'

Colleges Diploma Examination when its three candidates passed the examination clearly demonstrates that the College is fulfilling the object for which it was founded.

J. C. TATE, Lt.-Col.,
Political Agent,
Western Kathiawar Agency.

Rajkot, the 8th February 1933.

DALY COLLEGE, INDORE.

Inspected on the 17th, 18th and 19th March 1933.

Mr. W. le. B. Egerton was associated with me as Political Officer in my inspection of the College.

2. *Management*.—A draft memorandum together with rules and regulations has been circulated for opinion to members of the College Council and it is likely that in the near future the college will become a registered society.

3. *Finance*.—The total receipts during the year 1933-34 are expected to be Rs. 1,81,800, the chief items being:—

	Rs.
Interest on Court of Wards Loans, Government Securities and Bank Deposit account	95,200
College tuition fees	23,000
Government of India grant	46,370

The total expenditure is expected to amount to Rs. 1,72,698 the main items being:—

	Rs.
Salaries to teaching staff	1,10,210
Petty Establishments	15,600
Contingencies	18,560
Repairs to buildings, etc.	9,730

The financial position is satisfactory but it is desirable that steps should be taken to increase the permanent endowment as it is by no means certain that the present Government grant will be indefinitely continued.

4. *Buildings*.—No new buildings have been constructed during the year but certain minor additions and improvements have been made.

5. *Staff*.—There are three Europeans including the Principal and eleven Indian teachers. Of the Indian staff three teachers are trained. In addition Captain Harvey-Jones and Mr. Pandit, Guardian and Assistant Guardian respectively to the Maharajah of Dhar, and Mr. Bansidhar Singh, Guardian to the Rana of Jobat gave help at times.

I was glad to hear that most of the staff take an active part in the athletic activities of the college.

6. *Messing arrangements*.—There is no common messing, each kumar having his own cook. 74 kumars live in the two boarding houses, three from the Dhar State live outside the college compound under a guardian while two live with Captain S. E. Tidy.

7. *Pupils*.—At the time of inspection there were 79 kumars on the rolls as against 78 last year. Of those who left during the year, four had passed the High School examination conducted by the Board of High School and Intermediate Education for Rajputana, Central India and Gwalior, one joined the Mayo College, Ajmere, to study the Higher Diploma course, two went to Hbdkar State and one went to Cawnpore to take a course in Commerce. Ordinarily the admission age is between 7 and 12. For boys from outside Central India, Rajputana and Gwalior, an extra charge of not less than

50 per cent. under " Fees " was made but this surcharge was discontinued at the beginning of this year.

The tone and discipline of the place are, as before, highly satisfactory. Several interesting lectures were given during the year under report. The magazine continues to flourish.

The ages of the kumars are tabulated in the following statement :—

Statement of ages.

Class.	Number.	Extreme ages.	Average age.
I	3	17—22	18-66
II	6	17—20	18-67
III	9	15—19	17-11
IV-A	7	15—18	16-86
IV-B	9	12—16	14-11
V	8	12—17	13-37
VI	7	11—17	13-57
VII	10	11—14	12-2
VIII	11	8—13	10-64
IX	9	8—12	8-07
Total	79		

8. *Attendance.*—During the year there were 247 working days and the attendance of the kumars was as follows :—

Average number of kumars on the rolls during the year	76
Average daily attendance	72-05
Average daily sickness	1-48
Average daily leave	2-12
Average daily absence	0-35

9. *Health.*—On the whole the health of the kumars was good.

10. *Time-table.*—The daily routine of the kumars in the college varies according to season: the following is the usual programme. At the time of my inspection no afternoon periods were being held owing to the heat.

Daily routine of the kumars.

5-30 A.M.	Rising time.
6-25 A.M.	Roll call.
6-30 to 7 A.M.	Morning exercise.
7 to 7-45 A.M.	Bath, Puja, etc.
7-45 to 9-30 A.M.	Studies.
9-30 to 10-10 A.M.	Breakfast.
10-20 A.M.	Prayers (in Hall).
10-30 A.M. to 12 NOON	} Morning and afternoon school on Mondays, Tuesdays, Thursdays and Fridays.
12-15 to 1-45 P.M.	
2-30 to 4 P.M.	
10-30 A.M. to 1-45 P.M.	Morning school on Wednesdays and Saturdays . which are considered half-holidays.
2-45 to 6-30 P.M.	Games only on Wednesdays and Saturdays.
5-30 to 6-30 P.M.	Evening Games on full working days.
6-50 to 7-10 A.M.	Temple.
7-15 to 8 P.M.	Studies.
8 to 9 P.M.	Dinner.

11. *Examinations.*—The percentage of the kumars passing in the High School Examination of the Rajputana, Central India and Gwalior Board continues to be highly satisfactory as can be seen from the following table:—

Year.	Appeared.	Passed
1927	4	4
1929	2	2
1930	4	4
1931	3	3
1932	4	4

This year the college has sent up three candidates.

The Principal is considering the desirability of reverting to the Diploma Examination as, in his opinion, that examination is more suited to the needs of his pupils. In this I am in agreement with him.

12. *Library.*—The books in the library are being recatalogued on the Dewey decimal system and useless books are being eliminated. A definite attempt is being made to encourage boys to read more and though the results are not yet very striking, quite a number of boys are reading more than they did, especially as far as books in the vernacular are concerned. I think that the experiment of allotting definite periods for reading, especially during the rains, might be tried again, particular attention being paid to the smaller boys.

13. *Nature study.*—Kumars make experiments in plant cultivation and a nature study garden has been made behind the Science Laboratory under the supervision of Mr. Patwardhan. Another experiment has been made to utilise all the waste matter from the college stables, gardens, kitchens, etc., for the formation of manure to be used in the college gardens. I am particularly interested in the plans which are being made for teaching agriculture and for a more useful and practical syllabus in Science. The energy and enthusiasm of the teacher are the best augury for the success of the experiment.

As at my last visit, the smaller boys were full of keenness for what they were doing and seemed to understand very well what they had been taught.

14. *Athletics.*—Hockey and cricket are the chief team games. Squash Racquets is also played, as well as tennis, basket ball and volley ball. Attention is also given to field sports and gymnastics. A certain number of kumars ride. There was a tournament with Mayo College and an athletic competition with the 1st Battalion of the Bedfordshire and Hertfordshire Regiment.

Scout games are played by the smaller boys with considerable enthusiasm. It has been decided to apply part of the money subscribed towards the Fanshawe Fund to the construction of two Squash Racquet courts and part towards the re-erection of the Dewas pavilion on the Fanshawe ground. A miniature rifle range is also to be made during the ensuing holidays, the necessary funds having been subscribed by the old boys.

The following is a statement of the vernaculars spoken by the kumars in their homes and the vernaculars taken by them in the college:—

Class.	No. of kumars.	Vernacular's spoken by the kumars in their homes.	Vernaculars taken by the kumars in the college.
I	3	3 Hindi	1 Urdu. 2 Hindi.
II	6	4 Hindi 1 Gujarati 1 Marathi	6 Hindi.
III	9	7 Hindi 1 Gujarati 1 Marathi	8 Hindi. 1 Urdu.
IV-A	7	5 Hindi 2 Marathi	7 Hindi.

Class.	No. of kumars.	Vernacular's spoken by the kumars in their homes.	Vernaculars taken by the kumars in the college.
IV-B	9	6 Hindi 2 Urdu 1 Marathi	7 Hindi. 2 Urdu.
V	8	3 Hindi 3 Urdu 2 Marathi	5 Hindi. 3 Urdu.
VI	7	7 Hindi	6 Hindi. 1 Urdu.
VII	10	8 Hindi 1 Urdu 1 Marathi	9 Hindi. 1 Urdu.
VIII	11	9 Hindi 2 Marathi	9 Hindi. 2 Urdu.
IX	9	6 Hindi 2 Marathi 1 Urdu	8 Hindi. 1 Urdu.
Total	79	68 Hindi 12 Marathi 7 Urdu 2 Gujarati <hr/> 79	67 Hindi. 12 Urdu. <hr/> 79

15. *Instruction.*—It was unfortunate that for the second year in succession I was prevented from visiting the college earlier. I was able, however, to see enough of the instruction to satisfy myself that the organisation was sound and the teaching on the right lines. It was particularly gratifying to see how much care had been taken to investigate the suggestions made by me at my last visit. Satisfactory experiments are being made in order to evolve a syllabus in general knowledge throughout the college. The dramatisation of lessons in English and Hindi struck me as being particularly successful as were also the arithmetic lessons on project method lines in the lowest classes. In History experiments are being made in the use of assignments; this should be particularly valuable in the higher classes. The teaching of this subject is being conducted on the right lines throughout the school. A good deal of excellent map work is being done in Geography. I have discussed at some length with the masters concerned methods of the teaching of this subject. Correction work throughout was well done but still more could profitably be done by the boys.

Excellent work is being done in the college, the enthusiasm of the staff being very striking.

F. K. CLARK,

*Educational Commissioner
with the Government of India.*

Dated the 19th March 1933.

I have been instructed to associate myself with the Educational Commissioner with the Government of India under the terms of Section 4 (a) of the draft scheme for the future of Chiefs' Colleges, which was forwarded to the Hon'ble the Agent to the Governor General in Central India with Government of India Foreign and Political Department letter No. F. 67-R./28 of the 22nd May 1931. My duty is confined to a report on the extent to which the Daly College at Indore is fulfilling what is regarded by the Government of India as its primary function, namely, the proper training of future Rulers of Indian States, and others who may be expected to exercise an influence on their administration, progress and development.

2. There are now 79 Kumars on the roll of the Daly College. Three of these are Ruling Princes, His Highness the Maharaja of Dhar aged 12½ years, His Highness the Maharaja of Chhatarpur aged 12 and His Highness the Rana of Barwani aged 11; no other Salute States in Central India are at present under minority administration with the exception of the nine gun Chiefship of Nagod. The three minor Chiefs of Jobat, Lugasi and Mathwar (non-salute) are at the College, also two heirs-apparent of Salute States (Orchha and Khilchipur) and the son and heir of the heir-apparent of Ajaigarh, a State with a salute of eleven guns. There are among the Kumars four heirs-apparent of non-salute Chiefs, namely Surgana, Beri, Kathiwar, and Khaniadhana, and there are others who are heirs-apparent of subordinate Estates of importance, *e.g.*, Basoda, Bakhtgarh, Raghogarh and Narwar.

3. As regards the up-bringing of future Rulers, therefore, the position is that three out of the four Salute Chiefs in Central India who are minors are at present being educated at the Daly College, while three future Rulers of Salute States and the Chiefs and heirs-apparent of seven non-salute State are also being trained there. They are receiving the nearest approach to an English public-school education that is obtainable in India, a blend of moral, mental and bodily discipline which is fully justified by its results and has been recognized in the late Mr. S. R. Das' scheme as the proper basis for the future training of the sons of Indian gentlemen.

4. As regards those "who may be expected to exercise an influence on their (the Indian States') administration, progress and development", it is beyond dispute that the education of the sons of nobles owing allegiance to the larger States is essential for the progress of Indian civilisation. In imparting sound learning to the aristocracy of the Indian States the Daly College is performing a function of which the importance can hardly be over-estimated at the present day.

5. I am therefore of opinion that from a political point of view the Daly College is a most useful institution and that the annual grant-in-aid now made to the College is money spent in the best interests of India.

W. LE B. EGERTON,

*Secretary to the Agent to the
Governor General in Central India.*

